

# Wynstream School

## Inspection report

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<b>Unique Reference Number</b>	134171
<b>Local Authority</b>	Devon
<b>Inspection number</b>	319580
<b>Inspection dates</b>	14–15 May 2008
<b>Reporting inspector</b>	Anthony Shield

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	317
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vacant Position
<b>Headteacher</b>	Francis Moules
<b>Date of previous school inspection</b>	1 February 2007
<b>School address</b>	Burnthouse Lane Exeter EX2 6AY
<b>Telephone number</b>	01392 284990
<b>Fax number</b>	01392 284993

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Wynstream School is a large primary school near the centre of Exeter. Most pupils are from a White British background, with small numbers from other ethnic heritages. A high proportion of pupils have learning difficulties and/or disabilities. At the time of the inspection, the school was being led by an acting headteacher, a National Leader in Education. She had been in post since January 2008. The local authority has plans to set up a management partnership between Wynstream and the acting headteacher's current school.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Wynstream is a satisfactory school and has made good strides in tackling the issues identified in its last inspection report. In accordance with Section 13 (5) of the Education Act 2005, HMCI is of the opinion that this school no longer requires significant improvement.

Key to the school's improvement has been the determination of the whole staff to create a culture of learning in which pupils are encouraged to succeed and do well. Pupils have responded positively and are learning to believe in themselves, knowing that their efforts will be valued. Since the last inspection, improvements in pupils' behaviour, attendance and attitudes to learning have been marked. The good care, guidance and support of pupils are amongst its strengths, and reflect the school's motto, 'A caring school where we learn to live and live to learn'. Vulnerable pupils are particularly well looked after. This commitment to inclusion and the care and welfare of every child inspire trust and encourage good relationships throughout the school community.

Pupils' achievements are satisfactory given the low starting points, and pupils' progress is improving as action taken to improve teaching takes effect. However, some older pupils still have much to catch up. Children get off to a good start in the Reception class. Results in national tests have been very low and overall standards at the end of both Year 2 and Year 6 are still exceptionally low. Writing is a particular weakness and this holds up more rapid progress in a number of subjects. For younger pupils in Years 1 and 2, it is their attainment in reading which is the barrier to them making quicker progress.

Whilst teaching is satisfactory, it is improving and some is good. Learning is calm and purposeful. Although teachers plan work carefully, sometimes it does not provide enough challenge because expectations are not always high enough. Good use is made of assessment information to plan work and set pupils achievable targets. Pupils' learning skills are not well developed, and many pupils do not have the confidence to plan and manage their work without relying on the teacher for the answers.

The satisfactory curriculum offers well planned opportunities for pupils to develop basic skills, including in information and communication technology (ICT). There are good opportunities for enrichment through visits and visitors. Pupils' satisfactory personal development is encouraged and supported by a good programme for personal, social and health education. Pupils' social development has improved and many pupils show a considerate awareness of others in work and play. Although some pupils exhibit challenging behaviour and have limited concentration spans, most behave sensibly and are considerate to one another. Behaviour is improving, and there has been a sharp reduction in the number of exclusions. Similarly, attendance has improved and is a measure of how much pupils are enjoying coming to school. Pupils feel very safe in school and know there is an adult nearby whom they can trust.

The acting headteacher has achieved much in a very short time. Her determined drive for improvement and clarity of vision has attracted the full support of staff, governors and parents. Staff appreciate the opportunity to contribute to school improvement. However, whilst action to improve some aspects of the school has been effective, improvements in raising pupils' attainment are taking longer. Targets for school performance are realistic but not yet particularly challenging. Parents are largely supportive of the school and recognise the improvements now being made. The school has a satisfactory capacity to improve further.

## Effectiveness of the Foundation Stage

### Grade: 2

Children enter the Reception class with skills considerably below typical levels, particularly in their social and communication, language and literacy skills. They settle quickly into school routines and are happy and confident in the attractive and stimulating classroom. Children make good progress in all aspects of their development, although few reach expected levels by the time they enter Year 1. Teaching is well planned, and well managed resources encourage children to develop independence and confidence in making choices. Teachers and other adults track children's progress carefully, and provide appropriate intervention and support when needed. The Foundation Stage is well managed, but some of the management links with the pre-school provision are not good enough.

### What the school should do to improve further

- Improve pupils' achievements, particularly in reading in Years 1 and 2 and writing in Years 3 to 6.
- Raise expectations of what pupils might achieve and ensure consistent challenge in the tasks set during lessons.
- Give pupils more responsibility for organising and managing their learning to build their confidence and capacity to learn on their own.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

By the time pupils leave school in Year 6 their standards in English, mathematics and science are very low, but pupils' progress is improving and is satisfactory. Most pupils are now making the progress expected of them. Some are doing better than this. Although for some older pupils in Years 5 and 6 there is still much to catch up, given their exceptionally low attainment on entry, this represents satisfactory achievement. The school's focus on improving standards in English, mentioned in the last inspection report, has ensured that pupils are more confident writers, although basic skills of handwriting, spelling and grammar remain weak. Overall, writing remains the weakest aspect of pupils' work. Girls tend to do better than boys and it is boys' performance in writing in particular which brings down the overall results in national tests. Standards in Years 1 and 2 are also improving, but attainment in reading remains a relatively weaker area. Pupils with learning difficulties, including those supported in the nurture groups, make similar progress to other pupils because of good quality support and well planned intervention programmes.

## Personal development and well-being

### Grade: 3

Pupils enjoy school and take a lively part in all that it offers. Improvements in pupils' social development have been considerable. Pupils are more considerate and are learning to work productively alongside each other. Behaviour is satisfactory overall and in lessons most pupils behave well, although a few have limited concentration spans. The marked reduction in the number of exclusions is a reflection of both improving behaviour and the better climate for

learning. Attendance levels are much improved, although still a little below average. However, the school has exceeded its attendance targets and set more challenging targets for next year. Pupils feel safe and know that bullying will be dealt with effectively. They are very aware of the ways in which the school helps keep them safe and free from harm, and have a good awareness of how to keep themselves safe in different situations. The school consults with pupils well and the school council is an effective forum. Older pupils enjoy the many opportunities to take on responsibility. Pupils are aware of healthy lifestyles and particularly enjoy the opportunities to play sport. Pupils' skills in taking responsibility for and managing their own learning in investigating and problem solving, although improving, are still underdeveloped. As a result, and taking into account weaknesses in acquiring basic literacy and numeracy skills, pupils' preparation for their future remains inadequate.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Improvements in the quality of teaching have led to better progress for most pupils. A more consistent implementation of procedures for behaviour management has been particularly effective. Lessons are now calm and mostly purposeful. Pupils feel valued and particularly appreciate the time given by teachers and support staff to help and guide them. Well targeted intervention and support from teaching assistants ensures the considerable number of pupils with learning difficulties feel included and supported. While some teaching generates a purposeful excitement and buzz in lessons, much is more controlled and less inspirational. Work is usually appropriately geared to the personal needs of pupils, and increasingly high expectations ensure good levels of challenge. However, this remains patchy. Pupils say they particularly like active and practical learning, where tasks are interesting and relevant. Better use is made of assessment information to inform pupils how well they are doing and to set targets for further improvement. The school has worked successfully to tackle this issue and pupils are confident in what they need to do next to improve their work. Pupils' learning skills are not well developed, and teachers do not always give pupils enough opportunity to manage their own learning and think for themselves. Many pupils lack confidence in their own ability to succeed, and are too dependent on the teacher for answers. Some find sharing ideas and working collaboratively difficult.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is appropriately weighted towards developing and improving basic literacy and numeracy skills. However, the school has begun a move to a thematic approach to planning which is doing much to encourage a more relevant curriculum. Pupils like this approach, reflected in the imaginative writing of pupils in Year 2 following a visit to the local area. Intervention programmes to support pupils at risk of underachievement are being used successfully to raise pupils' achievement. Visits and visitors are used well to enrich pupils' experience and pupils appreciate the range of after school clubs. Improvements to computer resources since the last inspection have encouraged pupils to develop more confident ICT skills.

## Care, guidance and support

### Grade: 2

The school's commitment to the care and well-being of individual children is evident throughout. Systems for pupils' care are well developed and individual pupils feel valued and cared for. Highly skilled staff work effectively with vulnerable pupils in nurture groups and show a good understanding of pupils' diverse and complex needs. Extensive links with outside agencies provide specialist support when necessary. This caring ethos results in pupils feeling safe and secure. All safeguarding and child protection procedures are fully in place and pupils feel confident in the support of adults in the school. Extensive performance data is used to track the progress of pupils and to provide good academic guidance and support. Pupils know how well they are doing and what they need to do to improve. Strategies for improving both attendance and behaviour have been effective.

## Leadership and management

### Grade: 3

The school's drive for improvement has been guided with confident authority by the acting headteacher. Her integrity and clarity of purpose shine through the work of the school. She is well supported by her leadership team and has, in a very short time, gained the confidence and trust of all staff. All staff enthusiastically adopt the school's improvement agenda, and are relishing the opportunity to make their own contribution. Successful action to tackle issues from the last inspection has been taken. Strategies to improve behaviour, attendance and the climate for learning have been particularly effective. Teaching is improving and, as a result, pupils are now making satisfactory progress. However, improvements to pupils' overall achievement are taking longer. Monitoring is regular and robust. Alongside a careful analysis of performance data, self-evaluation is both accurate and realistic. Governors, criticised at the time of the last inspection, have worked hard in response. Developmental initiatives such as the 'subject supermarket' have provided opportunities for governors to gain useful insights into the school's work. They are now much more knowledgeable and, as a result, have greater confidence in supporting and challenging the school.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

16 May 2008

Dear Pupils

Inspection of Wynstream School, Exeter EX2 6AY

Thank you very much for being so welcoming when we recently visited your school. We enjoyed talking to you and were impressed by the friendly, polite way in which you greeted us. It is clear that you enjoy being at the school and take pride in attending it. We agree with what you told us, Wynstream is improving and is now providing you with a satisfactory education.

- Here are some of the main findings from our report.
- You make good progress in the Reception class.
- Most of you make satisfactory progress, but there is room for you to do better, particularly in your reading and writing.
- You try hard in lessons and behaviour in lessons has improved.
- Your teachers are making your lessons more interesting.
- The school takes good care of you, ensuring you feel safe and well looked after.
- The new headteacher and teachers are working hard to make your school even better.
- You are friendly, polite and growing up into sensible young people.

We have asked the teachers to do the following.

- Make sure that you do even better, particularly in reading and writing.
- Make sure that you aim to be the very best and that work in lessons helps you to get there.
- Give you more opportunities to organise your own learning and take responsibility for finding things out yourselves so that you are more confident that you can all do as well as you can!

You can certainly help the teachers with these things. Thank you once again for your help during our visit, and good luck with your work in the future!

Yours sincerely

Tony Shield Lead Inspector

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